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ABSTRACT

As part of an effort to develop a skill-based education program for students that relates academic skills with workplace skills, the Community College of Rhode Island developed a working instructional model consisting of 6 areas, or strands, and 31 skills. The model is directed at students in grades 9 through 12 and recognizes the importance of establishing an educational continuum from elementary to postsecondary education. The six strands in the model are: (1) career occupational skills, including exploration, planning, preparation, maintenance, advancement, and transferable skills; (2) personal skills, such as attitudes toward self and team work, ethics, values, empowerment, accountability, daily living, and decision making; (3) interpersonal skills, such as communication, leadership, team work, conflict resolution, diversity, and internal/external customer relationships; (4) applied technology skills, including information access, information analysis, and computer literacy; (5) skills in understanding and working through systems, including government/political systems, social systems, economic systems, and organizational structures; and (6) critical thinking process skills, such as problem identification/resolution, information access, decision making, obstacles to problem resolution, and reflection. For each skill, a brief description, the targeted grade level, and suggested activities and assessment methods have also been developed. By implementing the skill-based instructional model, institutions can provide a sequential and cumulative program which is linked to the workplace and focuses upon life-long learning. (TGI)

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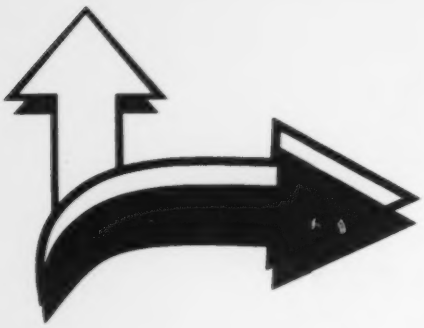

CAREER PATHWAYS SKILL BUILDING

INSTRUCTIONAL MODEL

6 STRANDS
31 SKILLS

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JC 960 109

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MODEL STRANDS/SKILLS

Career Occupational Skills	Personal Skills	Interpersonal Relationships Skills	Applied Technology Skills	Understanding and Working Through Systems Skills	Critical Thinking Process Skills
• Exploration	• Attitude	• Communication	• Information Access	• Government/ Political Systems	• Problem Identification
• Planning	• Ethics	• Leadership	• Information Analysis	• Social Systems	• Information Access
• Preparation	• Values	• Team Work	• Computer Literacy	• Economic Systems	• Decision-Making
• Maintenance	• Empowerment	• Conflict Resolution		• Organizational Structures	• Obstacles to Problem Resolution
• Advancement	• Accountability	• Diversity			• Reflection
• Transferable Skills	• Daily Living	• Internal/External Customer Relationships			
	• Decision-Making				

Philosophy for Skill-Based Instructional Model

In an evolving process of defining and redefining what constitutes a skill-based educational program for Rhode Island students, teachers, administrators, curriculum specialists, community peoples, and representatives from industry and business have formulated a working Instructional Model. Local concerns, needs, and mandates can be accommodated through the flexibility of this integrated Instructional Model so that the school and the community can relate academic skills with workplace skills.

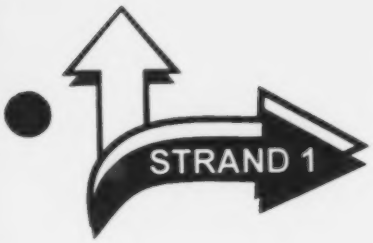
Schools can become more responsive and effective in facilitating a student's transition from school to career through an evolutionary process of curriculum revision. The given model offers a balanced presentation that adjusts to the changing workplace. Constancy, like flexibility, are essential in the design of this student-directed, hands-on learning model. The school, family, industry, and the community are integral partners and effectuate a supportive foundation for educational change and development.

Consisting of 6 strands and 31 skills, the Instructional Model includes: (1) skill description, (2) grade span, (3) generic activities, and (4) assessments. Subject integration facilitates skill learning across the school curriculum while contextual learning provides the framework for school-to-career skills. Teachers are viewed as facilitators in this student-driven Instructional Model and implementors of an inclusionary learning process.

Equity and individuality are recognized through the inclusion of all students, special needs, ESL, academically-able, and culturally diverse. Workplace skills, learning instruction, and alternative assessment are designed for all students. Thus, broad-based and comprehensive, this Instructional Model recognizes diversity and allows for local control in modification, implementation, and evaluation of design.

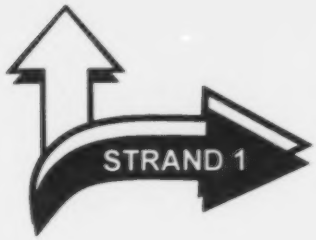
Model developers recognize that formal skill-building begins in pre-school and follows through post-secondary education. Educators selected students in grades 9-12 as their audience for this model. The next step in this process is to establish a continuum which formally links pre-school, elementary, middle, secondary, and post-secondary schools. Also envisioned are: (1) resource guide of activities and materials, (2) ancillary assessment resources, i.e., portfolio material, and (3) professional development and resources.

Education is an ongoing process that requires constant networking so that partnerships/collaboratives are maintained. Skill selection represents a degree of proficiency that is measurable and authentic. By implementing this skill-based Instructional Model, schools can provide a sequential and cumulative program linked with today's workplace and focused upon life-long learning.



Career Occupational Skills

SKILL #1:	**Exploration,** which includes personal exploration (aptitude, personal strengths, and interest/skill assessment), careers (awareness and personal/professional prerequisites), and sources (labor market information and sources of training)
SKILL #2:	**Planning,** which includes decision-making to make career path/clusters (identifying criteria, organizing, and comparing educational options) and goal setting (correlating jobs and comparing career options)
SKILL #3:	**Preparation,** which includes personal/social skills (income/time management, habits/behaviors/attitude, effective communication, and determination), job search strategies (networking and marketing oneself), and portfolio development (academic preparation and public service)
SKILL #4:	**Maintenance,** which includes upgrading career/accountabilty skills (life-long learning, technology changes, ownership rewards, and resume update), problem-solving and adaptability skills (relationships with management and peers, organizational structural changes, and self-assessment) and work environment awareness (understanding organizations' culture, knowing your rights/legal issues, sociability, and employer/employee expectations)
SKILL #5:	**Advancement,** which includes reviewing goals, leadership skills, and opportunities for advancement (job experience, training/education programs, and qualifications)
SKILL #6:	**Transferable Skills**, which includes employable skills (hard skills-academic/technical and soft skills-personal/interpersonal)



Career Occupational Skills

SKILL 1: **Exploration**, which includes personal exploration (aptitude, personal strengths, and interest/skill assessment), careers (awareness and personal/ professional prerequisites), and sources (labor market information and sources of training)

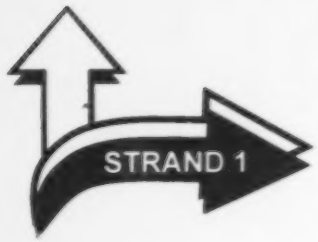
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Assess strengths and weaknesses for a career/job
2. Complete an interest inventory and take aptitude test
3. Relate educational experience to career choice through school coursework
4. Participate in a career fair
5. Participate in a job shadowing/interviewing activity
6. Participate in a job mentoring activity

ASSESSMENT:

1. Interest inventory
2. Aptitude test
3. Oral/written assessment with counselor
4. Two-paragraph summary based on shadowing and interview
5. Career fair participation
6. Start a career portfolio
7. Mentor assessment



Career Occupational Skills

SKILL 2: **Planning**, which includes decision-making to make career path/clusters (identifying criteria, organizing, and comparing educational options) and goal setting (correlating jobs and comparing career options)

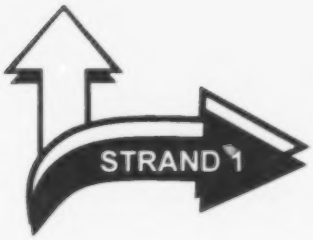
SKILL LEVEL: 9-12

ACTIVITIES: The student will:

1. List and discuss cluster data from exploration activities
2. Compare course requirements and job demands through class discussion and examination of resource materials
3. Create a written list of related businesses within selected career/s
4. Read and list newspaper job ads to become acquainted with a job resource
5. Create a data base of career information
6. Create a collage or scrapbook of job/career choices

ASSESSMENT:

1. Portfolio notes on career resource information
2. Listing of course requirements and career choices
3. Collection of newspaper job ads
4. Data base of career information
5. Collage or scrapbook of job/career choices



Career Occupational Skills

SKILL 3: **Preparation**, which includes personal/social skills (income/time management, habits/behavior/attitude, effective communication, and determination), job search strategies (networking and marketing oneself), and portfolio development (academic preparation and public service)

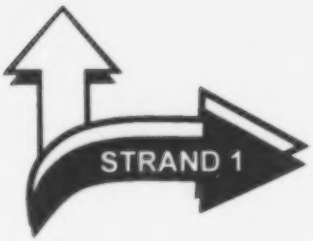
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Read and discuss case studies to assess the effects of attitude and behavior on job performance
2. Role play situations where attitude and behavior impact on job performance
3. Write cover letters, resumes, and business letters that relate to job acquisition
4. Keep and maintain a planner of daily/weekly activities
5. Give a two-minute oral presentation relating a personal experience to work readiness skills

ASSESSMENT:

1. Case studies (portfolio)
2. Role-playing activities
3. Writing activities (portfolio)
4. Activity planner
5. Two-minute oral presentation



Career Occupational Skills

SKILL 4: **Maintenance**, which includes upgrading career/ accountability skills (life-long learning, technology changes, ownership rewards, and resume update), problem-solving and adaptability skills (relationships with management and peers, organizational structural changes, and self-assessment) and work environment awareness (understanding organizations' culture, knowing your rights/ legal issues, sociability, and employer/employee expectations)

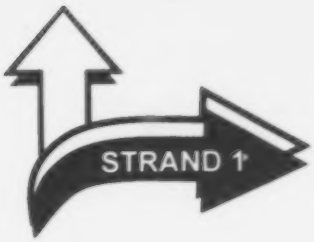
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Construct a historical time line identifying industrial changes (past and future)
2. Go to a trade show and visit an industry to identify two upgrades on their job skills
3. Consult with a guidance counselor or teacher to identify future career goals/plans
4. Interview a person in an industry that has undergone change
5. Write and present a one-page paper based upon interview
6. Participate in a class activity that identifies ramifications of not updating skills (field trips and guest speakers)
7. Review and update resume
8. Brainstorm conflicts or problems at school and show resolution
9. Listen to a guest-speaker presentation on legal employee/employer rights followed by Q and A
10. Read "Rights on the Job"—Rhode Island Department of Labor

ASSESSMENT:

1. Time line
2. One-page paper on interview/field trip
3. Class participation
4. Resume update
5. Listing of future goals
6. Question and answer participation



Career Occupational Skills

SKILL 5: **Advancement**, which includes reviewing goals, leadership skills, and opportunities for advancement (job experience, training/education programs, and qualifications)

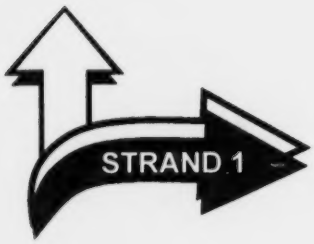
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Write a one-page paper which (1) assesses previously defined goals, (2) provides personal analysis of goals and (3) defines current goals
2. Participate in a group activity involving task assignments and evaluations with teacher assistance
3. Participate in training and educational programs directly related to their job selection
4. Select courses and in-service training for career evaluation
5. Participate in performance review with employer to determine qualifications necessary for advancement

ASSESSMENT:

1. One-page paper on career assessment
2. Group activities related to job tasks
3. Teacher assessment utilized in educational and training programs
4. Employers' performance review



Career Occupational Skills

SKILL 6: **Transferable Skills**, which includes employable skills (hard skills—academic/technical and soft skills—personal/ interpersonal)

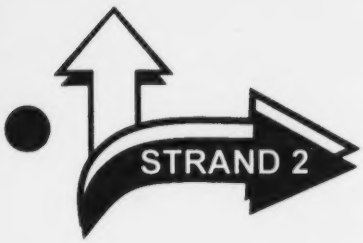
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Prepare a personal budget from a fixed, pre-set wage
2. Write a business letter to assess technical writing skills
3. Examine varied job specs in group setting
4. Serve as a volunteer in community service
5. Keep a daily journal of volunteer community service
6. Write an updated resume and cover letter
7. Role play employee interview skills
8. Assess self on videotape of role play of interview

ASSESSMENT:

1. Personal budget (portfolio)
2. Business letter (portfolio)
3. Journal of community service (portfolio)
4. Group activities
5. Updated resume and cover letter
6. Videotape of interview role playing (portfolio)



Personal Skills

SKILL #1:	**Attitude**, which includes self-esteem (confidence, expression, and optimism), success orientation (dependability, responsibility, commitment, and professionalism), and teamwork (cooperation, sociability, respect, and demonstrates initiative)
SKILL #2:	**Ethics**, which includes character (honesty, integrity, loyalty, and trust), work ethic (task completion, dependability, punctuality, loyalty, and honesty), and legal implications (knowledge of ethic codes, rights on the job, conflict of interest, and confidentiality
SKILL #3:	**Values**, which includes personal values (honesty, integrity, judgement, and lifestyle), work values (money, status, professionalism, security, time and environment), and changing values (multiculturalism, gender equity, and discrimination)
SKILL #4:	**Empowerment**, which includes self-worth (individuality, strengths/ weaknesses/achievements, competencies, and confidence), and building/ developing/improving self (socialization, giving and receiving praise and criticism, accepting and acting upon praise and criticism, and determination)
SKILL #5:	**Accountability**, which includes decision-making (outcomes, ownership, judgement, and commitment) and proactive vs. reactive (taking the initiative, accepting additional responsibility, and rewards and consequences)
SKILL #6:	**Daily Living**, which includes health maintenance (hygiene, dental care, nutrition, and sex education), utilizing appropriate resources (community, social support, accessing information, child care, parenting, and transportation), and budgeting (time management, money management, and housing)
SKILL #7:	**Decision-Making**, which includes critical thinking (problem solving, information-based research, analysis, and evaluation/re-evaluation), outcomes (long-term/short-term, improving upon unfavorable results, consequences, effect upon others, flexibility, and implication of choice), and peer/parental involvement (recognition and options)

Personal Skills

SKILL 1: **Attitude**, which includes self-esteem (confidence, expression, and optimism), success orientation (dependability, responsibility, commitment, and professionalism), and team work (cooperation, sociability, respect, and demonstrates initiative)

GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. List positive strengths that would appeal to an employer and weaknesses that would detract from employment
2. Write a script for a short video highlighting why you are qualified for a job
3. Create a short video "marketing" positive attributes for employment interview
4. Do a self-evaluation of video
5. Participate in a class review and critique of video
6. Participate in a fashion show production: "Dressing for an Interview and the World of Work"
7. Create "Me" posters for interview and work
8. Create a collage of an interview and the workplace

ASSESSMENT:

1. Listing of strengths and weaknesses for a job
2. Short video of "marketing" attributes for job
3. Fashion show participation
4. Class participation
5. Poster (portfolio)
6. Collage (portfolio)

Personal Skills

SKILL 2: **Ethics**, which includes character (honesty, integrity, loyalty, and trust), work ethic (task completion, dependability, punctuality, loyalty, and honesty), and legal implications (knowledge of ethnic codes, rights on the job, conflict of interest, and confidentiality).

GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Brainstorm a checklist of personal characteristics representing character and work ethics
2. Develop a survey utilizing the list of characteristics
3. Distribute survey to family, teachers, and members of the community to assess personal characteristics
4. Compile results of survey in table or chart form
5. Record and report results
6. Read and discuss sample case studies of conflicts on the job as they relate to ethics (character, work ethics, and legal implications)
7. Obtain information regarding employer expectations as they relate to work ethics
8. Listen to a guest speaker on the legal implications of ethics followed by a question and answer session

ASSESSMENT:

1. Survey and assessment (portfolio)
2. Written presentation of survey results
3. Oral report on case study discussion
4. Class participation
5. Oral presentation of employer expectations
6. Participation in question and answer session

Personal Skills

SKILL 3: **Values**, which includes personal values (honesty, integrity, judgment, and lifestyle), work values (money, status, professionalism, security, time, and environment), and changing values (multiculturalism, gender equity, and discrimination)

GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Participate in group assessment of how values affect hypothetical employment situations
2. Collect, analyze, and write an assessment of newspaper articles which address how personal values affect employment situations
3. Role play with guest employers work-related issues involving personal values
4. Prioritize through a writing assignment the importance of money, status, security, time, and environment as it relates to career choice
5. Participate in diversity activities, i.e., board games
6. Complete a survey about perceptions of multiculturalism, gender equity, and discrimination within school/work settings

ASSESSMENT:

1. Oral/written assessment by group
2. Written evaluation of the effects of personal values upon employment
3. Videotape of role playing with guest speaker
4. Discussion with guest speaker
5. Written assessment of how work values support or conflict with career choice

Personal Skills

SKILL 4:

Empowerment, which includes self-worth (individuality, strengths/weaknesses/achievements, competencies, and confidence), and building/developing/improving self (socialization, giving and receiving praise and criticism, accepting and acting upon praise and criticism, and determination)

GRADE SPAN:

9-12

ACTIVITIES:

The student will:

1. Identify and list personal strengths and weaknesses
2. Choose three weaknesses to improve upon
3. Develop strategies for improvement
4. Watch a three-minute video/commercial that reinforces personal strengths
5. Provide feedback to each other on positive and negative ways to improve.
6. List achievements (portfolio)
7. Brainstorm a student career-exploration project
8. Participate in a group discussion on the development of a student career-exploration project
9. Present and share with class career-exploration project
10. Present class projects to other classes

ASSESSMENT:

1. Written list of strengths and weaknesses (portfolio)
2. Videotape (portfolio)
3. Class participation
4. List of achievements (portfolio)
5. Group work
6. Student project on career exploration
7. Independent oral presentation of student project

Personal Skills

SKILL 5: **Accountability**, which includes decision-making (outcomes, ownership, judgment, and commitment) and proactive vs. reactive (taking the initiative, accepting additional responsibility, and rewards and consequences)

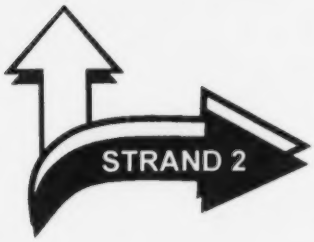
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Participate in "the airplane in a box project" (Class is divided into three groups. One group is charged with building an airplane; the center group is charged with observing and assessing; and the third group is charged with building a box for the airplane.)
2. Participate in ongoing class discussion on alternate ways of achieving tasks
3. Compare and contrast in writing the history of major companies and address whether they were proactive or reactive. Learn how it affected their success/failure or change as an organization

ASSESSMENT:

1. Observations and assessments from observer group
2. Class discussion
3. Game playing
4. Oral presentation of effects upon-company's proactivity/ reactivity



Personal Skills

SKILL 6: **Daily Living**, which includes health maintenance (hygiene, dental care, nutrition, and sex education), utilizing appropriate resources (community, social support, accessing information, child care, parenting, and transportation), and budgeting (time management, money management, and housing)

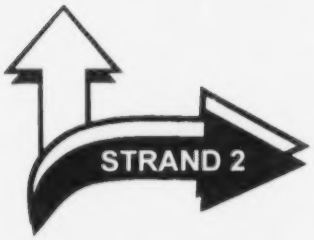
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Look at resource guides; review local community facilities; and undertake a group project
2. Identify several health care facilities for visits
3. Visit a local health care facility
4. Listen to guest speakers from various health professions and community agencies
5. Participate in question and answer sessions with guest speakers
6. Prepare a time line and budget for real-life situations, i.e., living on your own, buying a car, maintaining an apartment, and continuing education
7. Write out directions to identify local community resources, i.e., phone book, city/directory, and maps

ASSESSMENT:

1. Group project on local community resources
2. Journal writing of field trip
3. Prepare a time line/budget on real-life situations
4. Participation in question and answer session
5. List of directions for using local community resources



Personal Skills

SKILL 7:

Decision-Making, which includes critical thinking (problem solving, information-based research, analysis, and evaluation/re-evaluation), outcomes (long-term/short-term, improving upon unfavorable results, consequences, effect upon others, flexibility, and implication of choice), and peer/parental involvement (recognition and options)

GRADE SPAN:

9-12

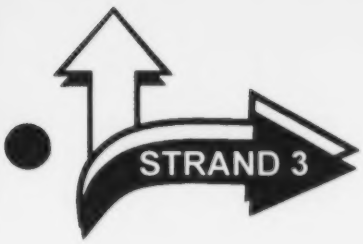
ACTIVITIES:

The student will:

1. Brainstorm a list of issues related to daily life (job search, societal, and school) requiring decision-making
2. Discuss resolutions to these issues
3. Complete in small groups a worksheet which requires the students to identify issues; list three solutions; consequences; and make group decision
4. Complete in small groups another worksheet requiring issue identification, solution, and consequences
5. List through large-class discussion who or what influences decisions
6. Do a webbing or sociogram exercise on identifying stressful and helpful relationships

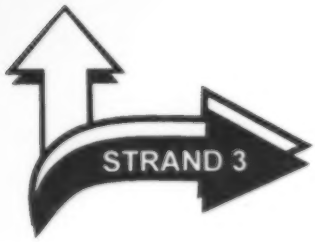
ASSESSMENT:

1. List of issues and resolutions (portfolio)
2. Completed group and individual worksheets (portfolio)
3. List of who or what influences decisions
4. Cooperative learning participation
5. Webbing/sociogram exercise



Interpersonal Relationships Skills

SKILL #1:	**Communication,** which includes language mechanics (listening, speaking, and writing), modes of communication (electronics, body language, sign language, and bilinguals), input/output (interpreting, word usage, [jargon, semantics, terminology]), and protocol/diplomacy (self-advocacy, assertiveness, concessions, and telephoning skills)
SKILL#2:	**Leadership**, which includes styles (authoritative, persuasiveness, participatory/shared, and motivational), responsibility (decision-making, goal setting, setting direction, mission/vision, and team building), and characteristics (constancy, honesty, and self-discipline)
SKILL #3:	**Team Work**, which includes team work (sense of purpose, transitory role within group, interdependence, and respect), synergism (cooperative/ combined action) (cohesiveness, collaboration, cooperation, commitment, and goal orientation), and process (brainstorming, negotiation, consensus, and accepting)
SKILL #4:	**Conflict Resolution**, which includes process (identification, difference between fact and opinion, research, compromise, understanding outcomes, and mutual agreement), and closure (knowing when to cut your losses, accepting closure, tolerance to cultural differences, and commitment)
SKILL #5:	**Diversity**, which includes identification (multiculturalism, gender, equity, special needs/disabilities [ADA], and individuality), reaction to (discrimination/stereotyping, conformity vs. nonconformity, sexual harassment, and learning styles), and accommodation (enrichment/ benefits, accepting, and celebrating diversity)
SKILL #6:	**Internal/External Customer Relationships**, which includes communications (listening skills, body language, speaking skills, writing skills, and reading skills), customer satisfaction (continuous quality of service and product, reputation, problem solving, responsibility, customer appreciation) and employees' personal qualities (attitude, flexibility, creativity, sincerity, appearance and empathy)



Interpersonal Relationships Skills

SKILL 1:

Communication, which includes language mechanics (listening, speaking, and writing), modes of communication (electronics, body language, sign language, and bilingualism), input/output (interpreting, word usage [jargon, semantics, terminology]), and protocol/diplomacy (self-advocacy, assertiveness, concessions, and telephoning skills)

GRADE SPAN:

9-12

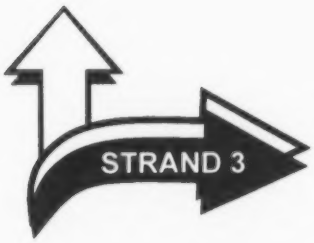
ACTIVITIES:

The student will:

1. Participate in exercise requiring listening and following directions, such as paper folding
2. Create individually a list of instructions for the paper-folding activity
3. In large groups, compare the differences between each student's list
4. In small groups, students will develop a final list of instructions for paper-folding activity
5. Respond to technical advisors/teachers who will question the students' instructional lists
6. Observe modes of communication via guest speakers
7. Critique guest speakers
8. Use telephone and fax machine to order parts for a "job" or "price" quotes from stores

ASSESSMENT:

1. Class participation in large and small groups
2. Student instructional list of directions
3. Participation in question and answer session
4. Critique of guest speakers
5. Paper with price comparisons from faxing activity



Interpersonal Relationships Skills

SKILL 2: **Leadership**, which includes styles (authoritative, persuasiveness, participatory/shared, and motivational), responsibility (decision-making, goal setting, setting direction, mission/vision, and team building), and characteristics (constancy, honesty, and self-discipline)

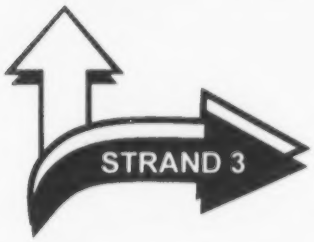
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Participate in an activity to understand roles people play in a group (leader, speaker, and recorder)
2. Identify different leadership roles
3. Discuss characteristics of different leadership styles
4. Create visual aid/chart showing leadership styles and characteristics
5. Identify and analyze a student's friend/relative who fits each leadership style and characteristic
6. Divide into small groups and plan a function of their choice

ASSESSMENT:

1. Group participation activities
2. Visual aid/chart showing leadership styles and characteristics
3. Planned function
4. Follow-up report on results of role playing within small group after function



Interpersonal Relationships Skills

SKILL 3: **Team Work**, which includes team work (sense of purpose, transitory role within group, interdependence, and respect), synergism (cooperative/combined action) (cohesiveness, collaboration, cooperation, commitment, and goal orientation), and process (brainstorming, negotiation, consensus, and accepting)

GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Participate in a fishbowl activity: Students form an inner and outer circle. Members of the inner group must debate a controversial issue while members of the other group write down observations about the roles of individual group members in the process. Then the groups switch positions and debate different topics. A class discussion centers around both groups' observations regarding the group's sense of purpose, transitory role within group, and interdependence/respect ensues.
2. Students are divided into groups and provided with a list of items needed if stranded on the moon. On a sheet of paper students complete three columns -- the first is each individual's prioritized list of necessary items; the second is the group's consensus on the priority of items; and the third is NASA'S actual list of prioritized items. A class discussion centers on the similarities and differences of the list.
3. Define synergism and discuss the positive effects of cooperative and combined action
4. Groups are given a "puzzle" and are asked to put it together. Each group is videotaped while working on their tasks. Then students will watch all videos and complete written critique. Class discussion will focus on the use of brainstorming, negotiation, consensus, and acceptance as well as the ramifications of using those processes.

ASSESSMENT:

1. Class participation as an observer and debater in fishbowl
2. Class discussion about group dynamics
3. Written individual and group lists of prioritized items
4. Class discussion of lists
5. Videotape of puzzle assignment on processes
6. Written critique of videotape concerning puzzle assignment

Interpersonal Relationships Skills

SKILL 4: **Conflict Resolution**, which includes process (identification, difference between fact and opinion, research, compromise, understanding outcomes, and mutual agreement), and closure (knowing when to cut your losses, accepting closure, tolerance to cultural differences, and commitment)

GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Brainstorm through large-class instruction issues which often lead to conflict in a variety of social settings
2. Role play presentations from both sides of the conflict to an independent student mediator panel. The panel will listen and determine fact from opinion. The panel must generate possible solutions and select the most fair/ equitable solution. Class observers submit written evaluations defending or opposing the panel's decision.

ASSESSMENT:

1. Written list of potential conflicts
2. Panel's list of criteria for decision
3. Written evaluations
4. Class and group participation

Interpersonal Relationships Skills

SKILL 5: **Diversity**, which includes identification (multi-culturalism, gender, equity, special needs/disabilities [ADA], and individuality), reaction to (discrimination/stereotyping, conformity vs. nonconformity, sexual harassment, and learning styles), and accommodation (enrichment/benefits, accepting, and celebrating diversity)

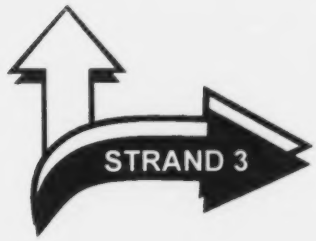
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Select a culture and holiday celebration representative of that culture. Explain all of the trappings (decorations, beliefs, and traditions) related to that holiday. This can be a group or individual activity.
2. In small groups, list on a sheet of newsprint flirting behaviors and behaviors which constitute sexual harassment. Each group will discuss the differences between the other groups' opinions and come to a consensus on a definition of sexual harassment.
3. Find an Internet penpal from a foreign country and determine through correspondence how learning styles vary from culture to culture.
4. Keep records of correspondence to share with class
5. Role play sexual harassment in the workplace
6. Videotape role playing of sexual harassment

ASSESSMENT:

1. Written research, i.e., meal preparation and presentation; explanation of holiday's significance in culture
2. Participation in group activity
3. Group definition of sexual harassment
4. Copies of correspondence (portfolio)
5. Role playing of sexual harassment
6. Videotape of role playing of sexual harassment skit



Interpersonal Relationships Skills

SKILL 6: **Internal/External Customer Relationships**, which includes communications (listening skills, body language, speaking skills, writing skills, and reading skills), customer satisfaction (continuous quality of service and product, reputation, problem solving, responsibility, customer appreciation), and employee's personal qualities (attitude, flexibility, creativity, sincerity, appearance, and empathy)

GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Participate in a simulation of a commercial customer relationship. Students will utilize telephone and person-to-person listening and speaking skills to receive and document customer complaints. Possible resolutions to problems will be presented.
2. Create and conduct telephone surveys for customer satisfaction and follow-up customer service
3. Present orally and visually graphed survey results to class

ASSESSMENT:

1. Participation in simulation activities
2. Completed forms to document customer complaints
3. Written survey questions
4. Graphed survey results
5. Class presentation of survey results

Applied Technology Skills

SKILL #1:	**Information Access**, which includes identifying what information is needed (define task, answer question "why?" and how to interpret), where to go for information (library, Internet, local, state, national, and private sources, phone book, people, and multimedia), and research (relevance to task)
SKILL #2:	**Information Analysis**, which includes categorizing (selection and prioritization), reliability and validity (fact vs. opinion and comprehending/ interpreting statistics), and decision-making (choices, information overload, and staying focused)
SKILL #3:	**Computer Literacy**, which includes basic computer skills (keyboarding skills, program/software selection, knowledge of application, program modification, and troubleshooting), equipment (selection, upgrade, features, compatibility, and maintenance), and trends in information age (upgrading, terminology, enhancing productivity, job/career application, record keeping of equipment, and continuous lifelong learning)

Applied Technology Skills

SKILL 1: **Information Access**, which includes identifying what information is needed (determine task, answer question "why?," and how to interpret), where to go for information (library, Internet, local, state, national, and private sources, phonebook, people, and multimedia), and research (relevance to task)

GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Research a career using at least four sources (i e., library, Internet) - justify choice of sources
2. Present to class choices and justification for selected sources
3. Complete a checklist of selected sources
4. Begin a career portfolio for research information and progress
5. Complete in groups a master directory of career resources

ASSESSMENT:

1. Individualized presentation to the class
2. Completed checklist of career sources
3. Initial career portfolio
4. Compilation of master directory

Applied Technology Skills

SKILL 2: **Information Analysis**, which includes categorizing (selection and prioritization), reliability and validity (fact vs. opinion and comprehending/interpreting statistics), and decision-making (choices, information overload, and staying focused)

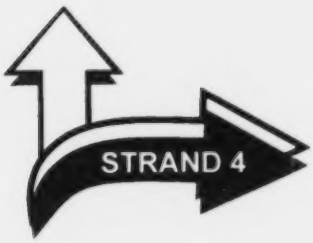
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Given a list of three different career occupations, estimate income, educational requirements, employment trends and working environment
2. Research and discuss the differences between fact and fiction regarding the (3) different career occupations
3. Chart the differences between "fact" and "fiction" about different career occupations
4. Prepare an individualized employment plan on researched information in previous activity
5. Present findings through the multimedia individually or in groups

ASSESSMENT:

1. Class participation
2. A chart of the differences between "fact" and "fiction" about different career occupations
3. Individualized employment plan (portfolio)
4. Multi-media presentation



Applied Technology Skills

SKILL 3: **Computer Literacy**, which includes basic computer skills (keyboarding skills, program/software selection, knowledge of application, program modification, and troubleshooting), equipment (selection, upgrade, features, compatibility, and maintenance), and trends in information age (upgrading, terminology, enhancing productivity, job/career application, record keeping of equipment, and continuous life-long learning)

GRADE SPAN: 9-12

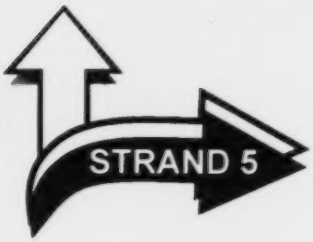
ACTIVITIES:

The student will:

1. Identify sources of computer career information/ software (CCRI, URI, and The Computer Museum of Boston)
2. Access information and research individual career choice
3. Listen to and discuss with guest speakers of business and industry various aspects of technology in today's society
4. Discuss how technology has changed career preparation

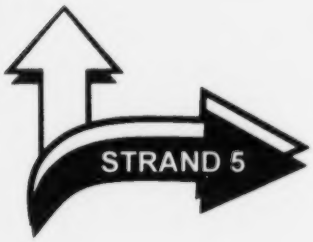
ASSESSMENT:

1. Class participation
2. Question and answer participation
3. Access information and maintain career portfolio



Understanding and Working Through Systems Skills

SKILL #1:	**Government/Political Systems**, which includes development of political systems (global, national, state/local, and workplace) and regulations (laws, public influence, legislative process, and health/safety)
SKILL #2:	**Social Systems**, which includes family (cultures and traditions), peer group, work environment, religion and community groups
SKILL #3:	**Economic Systems**, which includes capitalism (free enterprise, competition, credit, supply and demand, profit incentive, and national vs. global economy), other economic systems, and funding sources (tax system, and entitlements [social security, medicare, and public assistance])
SKILL #4:	**Organizational Structures**, which includes workplace (authority, organizational red tape, management, chain of command and culture) and group dynamics (management/labor relationships, peer pressure, individual/group roles, support systems, and seniority issues)



Understanding and Working Through Systems Skills

SKILL 1: **Government/Political Systems**, which includes development of political systems (global, national, state/local, and workplace) and regulations (laws, public influence, legislative process, and health/safety)

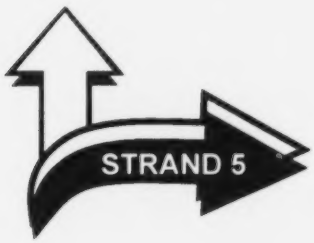
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Read a short play/book covering political systems, i.e., The Outsiders, Animal Farm, A Streetcar Named Desire, Death of a Salesman
2. Participate in a discussion on topics as outlined in activity one as they relate to the reading material
3. View a film or stage production of a short play/ book covering issues outlined in activity one
4. Participate in small-group discussions on issues such as the development of political systems and regulations
5. Individually, each student will choose one issue by consensus; arrive at a resolution to this issue; and act on this resolution
6. Videotape each student's production and then view for critique

ASSESSMENT:

1. Participation in small- and large-group discussion
2. Student presentation of issue-oriented activity
3. Student videotaping
4. Class critique of student videotape



Understanding and Working Through Systems Skills

SKILL 2: **Social Systems**, which includes family (cultures and traditions), peer group; work environment, religion, and community groups

GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Read a short play/book covering social systems, i.e., The Outsiders, Animal Farm, A Streetcar Named Desire, Death of a Salesman
2. Participate in a discussion on topics as outlined in activity one as they relate to the reading material
3. View a film or stage production of a short play/ book covering issues outlined in activity one
4. Participate in small-group discussions on issues such as family cultures and traditions, peer group, and work environment
5. Individually, each student will choose one issue by consensus; arrive at a resolution to this issue; and act on this resolution
6. Videotape each student's production and then view for critique

ASSESSMENT:

1. Participation in small- and large-group discussion
2. Student presentation of issue-oriented activity
3. Student videotaping
4. Class critique of student videotape

Understanding and Working Through Systems Skills

SKILL 3: **Economic Systems**, which includes capitalism (free enterprise, competition, credit, supply and demand, profit incentive, and national vs. global economy), other economic systems, and funding sources (tax system, and entitlements [social security; medicare, and public assistance])

GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Read a short play/book covering economic systems, i.e., The Outsiders, Animal Farm, A Streetcar Named Desire, Death of a Salesman
2. Participate in a discussion on topics as outlined in activity one as they relate to the reading material
3. View a film or stage production of a short play/book covering issues outlined in activity one
4. Participate in small-group discussions on issues such as capitalism, comparative economic systems, and funding sources
5. Individually, each student will choose one issue by consensus; arrive at a resolution to this issue; and act on this resolution
6. Videotape each student's production and then view for critique

ASSESSMENT:

1. Participation in small- and large-group discussion
2. Student presentation of issue-oriented activity
3. Student videotaping
4. Class critique of student videotape

Understanding and Working Through Systems Skills

SKILL 4: **Organizational Structures**, which includes workplace (authority, organizational red tape, management, chain of command, and culture) and group dynamics (management/ labor relationships, peer pressure, individual/group roles, support systems, and seniority issues)

GRADE SPAN: 9-12

ACTIVITIES: The student will:

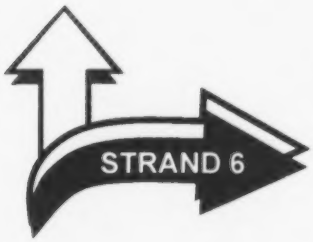
1. Read a short play/book covering organizational structure i.e., The Outsiders, Animal Farm, A Streetcar Named Desire, Death of a Salesman
2. Participate in a discussion on topics as outlined in activity one as they relate to the reading material
3. View a film or stage production of a short play/ book covering issues outlined in activity one
4. Participate in small-group discussions on issues such as workplace and group dynamics and individual/group roles
5. Individually, each student will choose one issue by consensus; arrive at a resolution to this issue; and act on this resolution
6. Videotape each student's production and then view for critique

ASSESSMENT:

1. Participation in small- and large-group discussion
2. Student presentation of issue-oriented activity
3. Student videotaping
4. Class critique of student videotape

Critical Thinking Process Skills

SKILL #1:	**Problem Identification/Resolution**, which includes components (defining it, breaking it down, and scope) and results of problem (consequences, choices, why is it a problem?, and benefits of solving)
SKILL #2:	**Information Access**, which includes appropriate selection of information (how to, resources, relevance, and interpretation)
SKILL #3:	**Decision-Making**, which includes analysis of information, identification of choices (implications and consequences), implementation, evaluation (results and acceptance), revision, and re-evaluation
SKILL #4:	**Obstacles to Problem Resolution**, which includes perceptions/ misinterpretations (prejudice, misunderstandings, misinterpretations), opinions (stereotyping, peer pressure, validity of sources, and individual rights), and unwillingness to solve (non-involvement of the principal players and fear)
SKILL #5:	**Reflection**, which includes gauging effectiveness of resolution (consequences, identifying new problems, and learning from experience), follow-up (revision, complete change, suspended judgement), and life-long learning



Critical Thinking Process Skills

SKILL 1: **Problem Identification/Resolution**, which includes components (defining it, breaking it down, and scope) and results of problem (consequences, choices, why is it a problem?, and benefits of solving)

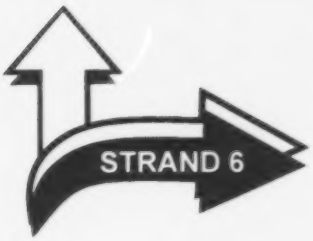
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Examine school/local community problems relevant to own lives, i.e., crime, drugs, graffiti
2. Review business case studies of companies experiencing problems, i.e., practical one for more applicability
3. In small groups, discuss and come to consensus on personal problems/business case studies after analysis, determining scope of problem, follow-up by discussion of consequences, choices, why a problem?, and benefits of solving
4. In small groups, outline a tentative plan of action
5. Share group findings with entire class

ASSESSMENT:

1. Class and group participation
2. Tentative action plan (portfolio)



Critical Thinking Process Skills

SKILL 2: **Information Access**, which includes appropriate selection of information (how to, resources, relevance, and interpretation)

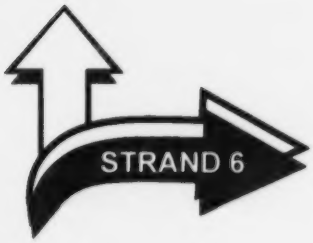
GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Design, conduct, and interpret a survey aimed at resolving a school problem (i.e., developing a menu for a catering service, evaluating desired automative services, determining what type of school services, clubs, activities that students may desire, and how to reduce substance abuse)
2. Publish results of survey and distribute to students (i.e., school newspaper, local newspaper, electronic bulletin board, school assembly, and open meeting)
3. Write a report with recommendations based upon survey results and provide these recommendations to the appropriate individuals

ASSESSMENT:

1. Survey design and distribution
2. Publication of survey results
3. Written report



Critical Thinking Process Skills

SKILL 3: **Decision-Making**, which includes analysis of information, identification of choices (implications and consequences), implementation, evaluation (results and acceptance), revision, and re-evaluation

GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Select a current event/problem and go through decision-making process which includes researching the problem, using various resources, and interviewing people involved
2. In small groups, engage in the process of decision-making to determine personal responses to issues
3. Write down group responses and share with large group
4. Compare students' responses with those responses made by authorities
5. Keep a scrapbook of the issues being investigated as well as peer responses

ASSESSMENT:

1. Question and answer participation
2. Presentation of responses to large group
3. Class/group participation
4. Scrapbook and students' written responses (i.e., journals)

Critical Thinking Process Skills

SKILL 4:

Obstacles to Problem Resolution, which includes perceptions/misperceptions (prejudice, misunderstandings, misinterpretations), opinions (stereotyping, peer pressure, validity of sources, and individual rights), and unwillingness to solve (non-involvement of the principal players and fear)

GRADE SPAN:

9-12

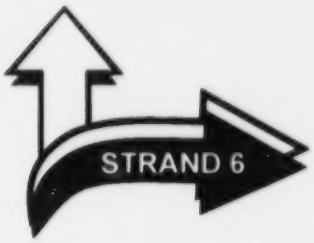
ACTIVITIES:

The student will:

1. Participate in a game or activity in which they experience lack of sight, lack of speech, or other physical disability or cultural differences
2. Play various roles and/or observe, taking notes in journals
3. Videotape the role playing for class discussion
4. Participate in class discussion on the role playing through videotape and observers' journals
5. Undertake an equity-quotient survey, i.e., gender, handicapped

ASSESSMENT:

1. Participation in games and/or role playing
2. Videotapes
3. Journal responses
4. Equity-quotient survey



Critical Thinking Process Skills

SKILL 5: **Reflection**, which includes gauging effectiveness of resolution (consequences, identifying new problems, and learning from experience), follow-up (revision, complete change, suspended judgment), and life-long learning

GRADE SPAN: 9-12

ACTIVITIES: The student will:

1. Revisit Skill #1 Activity, which required tentative action plan for a local school/community issue
2. Select two of these group incidents/resolutions and implement as a class
3. Participate in a class project which gauges the effectiveness of the resolution by determining consequences, identifying new problems, and learning from experience
4. Utilize tentative action plan to resolve issue
5. Share with other groups experiencing the same problems and see if own resolution applies
6. Write a one-page summary reflecting their problem solving and process of re-evaluation

ASSESSMENT:

1. Tentative action plan
2. Model-tested action plan
3. Group activities
4. One-page summary